

THE EFFECT OF DIARY WRITING ON STUDENTS' WRITING ABILITY AT THE FIRST GRADE OF MAN KOTA BATU

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ABSTRACT

Diary writing is one of media that can be used to help the students enjoy in learning writing. The formulated research problems was: 1) Does diary writing have any improving in writing ability of students at the first grade of MAN Kota Batu? Based on the research problems above, the objectives of research was to know whether any improving after being taught by using diary writing at first grade students of MAN Kota Batu. The research design in this research was pre-experimental design with one group pretest and posttest from quantitative approach. The sample was students of X-11 grade consisting of 30 students. The data analysis was using t-test. The result showed that the students mean pretest score was 69.57 and the means posttest score was 78.13. After being analyzed by using paired sample t-test, it showed that T-count was 13.557 whereas T-table with significant level 5% and $df = 29$ was 2.045. So, T-count was greater than T-table. This means that H_0 which states that there is significant effect in using diary writing to teach writing for first grade at MAN Kota Batu was accepted. In conclusion of this research, applying diary writing can be used as an alternative strategy to teach writing for students at Senior High School level. Then, diary can improve the writing skills of the first grade students of MAN Kota Batu.

Keywords: Writing, Learning Media, Diary Writing

A. BACKGROUND

There are four English skills that the students have to master when they are learning English such as; writing, speaking, listening, and reading. These are skills can be classified into two groups, productive skills and receptive skills. Productive skills consisted of speaking and writing while receptive skills covered listening and reading. Students must master whole of the four language skills. Based on the concept and function, the main purpose of English is developing those four skills and also the language components: vocabulary, structure and pronunciation (in speech) or spelling (in writing) which supports students mastering well (Wulandari, 2016). To be considered proficient in English, the students should mastery in productive skills such as speaking and writing. In globalization era, being able to master foreign language, especially English, is one of the require thing. Because it is not impossible, we will do some communications with people from other countries.

There are some media that teacher used to teach writing, such as picture, journal writing, free writing, diary writing etc. Through diary writing, the students can feel free to express their ideas, feelings, or anything happening in their life in written form. Besides, writing diary can improve students' vocabulary and control their grammar and their mechanics of writing. Therefore, they can master English better as stated by Waris, A., et. Al. (2015).

Diary is record of event that we face every day. We wrote an impressive event today in the diary. The function of diary writing is as a memory of the times we have faced. It could also be a historical record. Diary taught at first grade students of MAN Kota Batu. Based on the material, the students taught by their teacher to learn writing by diary as a simple activity of writing.

Based on studies above there is a thing to be researched is does diary writing have effect on writing ability of students at the first grade of MAN Kota Batu? So far, studies on the use of diary have focused on writing ability in daily activities. The aim of this research is to know whether diary writing has effect on writing of first grade students of MAN Kota Batu.

B. LITERATURE REVIEW

1. Writing

One of the kind aspects in language is writing. Writing is an activity to create a note or information on a media using letters. Most of students strongly believe that writing is the most difficult skills than another skill, because of when the students has good ideas is not enough when they do not have good ability and awareness in the structure, the punctuation, and choose the correct words to make readers easier reading what the author writes.

(Nordquist, 2019) claimed "Writing is a system of graphic symbols that can be used to convey meaning". Another researcher, Waris., et al. (2015) claimed that talking about writing, it means talking about how to get ideas, how to develop them into sentences, and how to make a good construction of those sentences. The lack of idea or limited knowledge on something new can fall the desire and even the enthusiasm to write. It seems like how the teacher make the students' interest to write it's important, because of to make the students interest is not easy so the way or media that teachers choose is important

too. Writing is not one-step activity. There are three orders in writing that are prewriting, writing, and revising.

The teacher as a facilitator and motivator needs to solve this problem. The teacher has to find out what method that makes students easier to write. In teaching writing, it is inseparable from an approach, method, and technique. We are often confused with these three terms (approaches, methods, and techniques). Basically, these three terms have different meanings.

2. Diary Writing

Diary is a book that you record your experiences, your feeling, or everything that you have face in each day. Most of people strongly believed that diary is a secret because of diary seems like private place that you can use to express all of what you feel. Maharani (2017) claimed, “Diary writing could be the way to solve the students’ problem in writing. By applying it, the students could feel free to express their ideas, feelings, or special events in their lives through written form. Besides, it could improve their vocabulary and control their grammar and their mechanics of writing. Therefore, they could master English better”.

A diary is good way to record the pas or something that we have face and plan or think about the future. Diary also proven to help regulate moods and emotions. There are some advantages of diary, these are: 1) Evoking mindfulness, 2) Student-teacher dialogue, and 3) Developing writing skills. Classroom writing is a key academic requirement. However, most of the students are unwilling and unconfident when they have to write about something in the classroom. It is because they think that they do not have anything to say or write. In addition, the time pressure in the classroom also makes them cannot write their ideas exactly. There are some steps in diary writing, such as: a. Free from disruption, b. must be consistent, c. format of diary writing.

C. RESEARCH METHODOLOGY

1. Research Design

To investigate the effect of diary writing on students’ ability in writing, experimental study would be suitable to the purpose of this study. Experimental study is a study that seeks the influence of certain variables on other variable in a tightly controlled condition. The term of experimental design

refers to the conceptual framework in which the experiments are carried out. The experimental design is needed to show cause and effect relationship. These are: 1) causes precedes effect in time, the variable causes of outcomes with effects, and 3) alternative explanations for causal relationships can be ruled out.

An experimental research is the fullest quantitative research approach, in the sense of fulfilling all the requirements to test causal relationship. Experimental research can also be interpreted as an objective, systematic and controlled study to predict or control phenomena. Therefore, the purpose of this study is intended to test the causality relationship.

Based on the real condition in the field that it was impractical to conduct a true experiment, a pre-experimental design, exactly the one group pretest-posttest design was the suitable one as the design of this study. In the simple pretest posttest design, the researcher gathers the data about some outcome through a single pretest, manage a treatment, and then gather the posttest data on the same measure.

In the first meeting, the researcher give pretest to the 30 students in X-11 class of experimental group to measure their ability before treatment process. This test was given to know how far the students' ability in writing. This test consists of an instruction to write about their experience in the form an essay. Time allocation of the test is 40 minutes.

In next day, the researcher does treatment. After getting the scores on pretest, the researcher gave treatment by using diary writing. At first treatment the researcher explains more about diary writing and example of diary writing then the researcher asks the students to write their activity yesterday in their home. The second treatment the researcher explains more about diary writing and how to write diary. Then ask the students to write their activity yesterday again. And the researcher shows that the students more interest to write diary. And the last treatment the researcher explains more about diary writing in writing. At the last meeting, the researcher does posttest in this class. Give post-test worksheet to the students and ask the students to choose one topics: first impression in this Islamic senior high school or about their experience that memorable in that school and then submit the posttest. The time allocation was 40 minutes.

2. Population and Sample

The population of this research is first grade students of MAN Kota Batu. The total numbers of first grade students at MAN Kota Batu are 350 students distributed into 11 classes.

From the population above, the researcher takes a sample from a certain population, there is process called sampling. This research used non-probability sampling classified into purposive sampling as the process of taking sample. It means that the sample as the representative of population. Thus, in this study the researcher took the X-11 as a sample which consists of 30 students at MAN Kota Batu. The group of samples was as the control and experimental group.

3. Hypothesis

There are two the hypothesis, they are:

1. Alternative Hypothesis (H0) means that the hypothesis can be received.
2. Null Hypothesis (H1) means that the hypothesis can be rejected.

Based on the hypothesis above the writer used the Alternative hypothesis (H0) namely that there is significant different score before and after using diary writing at the first grade of MAN Kota Batu.

4. Research Instruments

The research instrument which the researcher uses in this study is test. The researcher used tests to obtain and collect information about students' writing skills before and after giving treatment. The instrument will validate by the expert; in this study the expert is the teacher of English Subject in MAN Kota Batu. In this study, there were two tests, pre-test and post-test. The form of test was writing in essay form. The researcher used this test as the suitable instrument to measure students' achievement in writing in the form of pretest and posttest.

Table 3.3 Correlation of Pearson Product-Moment

Correlations			
		Pretest	Posttest
Pretest	Pearson Correlation	1	.701**
	Sig. (2-tailed)		.000
	N	32	32
Posttest	Pearson Correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

5. Method of Collecting Data

The data collection technique is clarified as follows:

1. Pre-Test

Pre-test activities are carried out before teaching activities are given. At the first meeting, researchers gave a pretest to 30 students from the experimental group to measure their abilities before the treatment process. This test is given to find out students' abilities in writing before treatment. This test consists of an instruction to write about their experience in the form an essay. Time allocation of the test is 40 minutes.

2. Treatment

After getting the scores on pretest, the researcher gave treatment by using diary writing. At first treatment the researcher explains more about diary writing and example of diary writing then the researcher asks the students to write their activity yesterday in their home. The second treatment the researcher explains more about diary writing and how to write diary. Then ask the students to write their activity yesterday again. And the researcher shows that the students more interest to write diary. And the last treatment the researcher explains more about diary writing in writing.

3. Post Test

A post test is an evaluation that is held to see the achievement of goals and serve as input for the next situation analysis. Posttest given for 30 students of experimental group. The researcher conduct the post-test after conducting the treatment in the first grade students of MAN Kota Batu. A post-test is held in order to know the student's development in writing after having the treatment. The time allocation was 40 minutes.

6. Data Analysis

In this study, researchers used quantitative data analysis techniques statistical methods. This technique is used to find significant differences in student scores before and given using a diary. To find out the differences obtained in the diary writing, data will be collected from the scores of students in the pretest and posttest. Then, the data obtained from the second test is done using the Paired Samples T-test in SPSS 20.0. Paired Samples T-test uses a compass sample paired or correlated where each individual produces two data.

D. FINDING AND DISCUSSION

After getting the data, the researcher need to find out the differences in pretest and posttest scores to determine the effectiveness of using diary writing on student writing achievement. Then, the researcher analyzed the descriptive statistics of the score using SPSS 20. Table 4.1 shows the results of the descriptive score.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test	30	50	80	69.57	6.202
post-test	30	62	92	78.13	5.882
Valid N (listwise)	30				

From table 4.1, it can be seen that the lowest pretest score is 50 and the highest score is 80. While the lowest score on the post test is 60, and the highest score is 92. The average pre-test score is 69.57 and it is lower than average the post test score has 78.13 ($69.57 < 78.13$). It is evident that there is an increase in student achievement in writing scores after being taught using diary writing. After getting the data in the form of pretest

and posttest scores, the researcher analyzed the data to test the effectiveness of using diary writing in teaching writing using paired sample t-test through SPSS 20.0. Table 4.4 and table 4.5 shows the output of the paired sample t-test analyzed as follows.

Table 4.4 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	69.57	30	6.202	1.132
	post-test	78.13	30	5.882	1.074

Table 4.5 Paired Samples of T – Test

Paired Samples Test									
		Paired Differences				t	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test - post-test	-8.567	3.461	.632	-9.859	-7.274	-13.557	29	.000

The data that showed in table 4.4 is the performance of students' achievement in writing scores before and after being taught by using diary writing. The total number of the students (N) both in pretest and posttest is 30. The mean of pretest is 69.57 and the mean of posttest is 78.13. By looking at the mean of posttest was higher than the mean of pretest ($78.13 > 69.57$), it can conclude that there was a significant difference between the pretest and posttest. From the both means, table 4.5 shows the significant difference of both scores more clearly. From the data that shown in table 4.5, the result of t-count is 13.557 with degree freedom (df) is 29, and significance value (Sig. 2tailed) 0.000. Then, the df 29 was gained to t-table score in

significance level 5% (0.05) and the result is 2.045. Based on the statistical analysis using t-test, it shows that $t\text{-table} = 2.045$ and $t\text{-count}$ was 13.557 it means that $t\text{-count}$ higher than $t\text{-table}$ ($13.557 > 2.045$). After being compared to $t\text{-table}$, the researcher find $t\text{-table}$ is 2.045. It is known that $t\text{-count}$ is higher than $t\text{-table}$ ($13.557 > 2.045$). Because that $t\text{-count}$ is higher than $t\text{-table}$, so the alternative hypothesis is accepted and the null hypothesis is rejected. It means that there is significance difference in students' writing achievement between before and after being taught by using diary writing of the first grade of MAN Kota Batu.

Dealing on the result of data analysis above, it is related to some advantages served by using diary writing. The result of the study indicated that the result of posttest seemed to be better than the pre-test ones. That is, the scores of post-test were significantly better than the scores of pre-test at the end of the study. The findings above support to some studies and statements related to use of diary writing. Having seen the problem in writing faced by the students, the researcher relates this study to the previous studies that have been mentioned by Taqil., et al (2015) pointed out that diary writing may well be one of the efficient strategies instructors may employ to improve not only students' writing skills, but also their level of achievement in other language areas such as vocabulary and grammar, especially when they are allowed to work in a free, unmonitored environment.

Wulandari (2016) confirmed that retelling their experiences through diary can be a good practice to teach recount text, especially in grammatical points. Her research results showed that the use of diary gives positive effects towards students' writing achievement.

To sum up, the findings of this research have a similarity and difference with the previous studies. This research is similar with the study which showed that the use of diary writing have significant effect between pretest and posttest. The mean of post-test better than the mean of pretest. This finding means that students who have being taught diary writing have better score in their writing achievements. It is because of the students feel free to express their

idea and their personal expression, and diary writing hel the students to practice writing without pressure.

E. CONCLUSION

The result of the analysis showed that t-count is 13.557 and t-table at 5% level of significant was 2.045. It means that the value of t-test was higher than the t-table ($t\text{-count } 13.557 > t\text{-table } 2.045$) with the degree of freedom (df) is 29 and the significance level 5%. It means that, there is any significant difference on the students' writing achievement between before and after being taught by using diary writing at the first grade of MAN Kota Batu. Finally, related with the explanation above, it means that the Null Hypothesis (H_0) is accepted and the Alternative Hypothesis (H_a) is rejected. From the result implied that applying diary writing in teaching writing to the first grade level of MAN Kota Batu is effective.

F. SUGGESTION

Considering the result of this study, the researcher would like to give some suggestions.

They are as follows:

1. For herself as the writer

It will broaden the writer knowledge in teaching English especially writing.

2. For the English teachers

The result of this study is expected to give them information about the effectiveness using diary in teaching writing, so the teacher can use this way or this strategy in teaching writing.

3. For the reader

The research is expected to give information and knowledge about the effectiveness using diary in teaching writing. The success of learning English does not only come from the work of the teacher, but also requires the awareness of students, so students also have to let

go of their feelings that writing English is difficult, they must be able to express their imagination to create creative writing.

G. DEDICATION

This *skripsi* is dedicated to:

1. The one and only my incredible woman, Supinem Ahmad, the greatest mother who has double job to be my father, who has magical prays for me and who always give me support that never ending.
2. Dr. Hj. Mutmainnah Mustofa, M.Pd. She is my first advisor who always gives her limited time to guide me in doing this skripsi, all of what she suggest to me always makes me easier to complete this skripsi, and she is one of my kind-hearted lecturer with all her sincerity.
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